Andrea Salvo

Annotated Bibliography

1. **Magazine**- Zero Tolerance: The School Woodshed

* Armistead, R. (2008, June 11). Zero tolerance: The school woodshed. *Education Week, 27*(41), 24-26.
* [http://0-web.ebscohost.com.helin.uri.edu/ehost/detail?vid=4&sid=52333e4e-d030-434f-b4bf 063e28925167%40sessionmgr15&hid=12&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=32708944](http://0-web.ebscohost.com.helin.uri.edu/ehost/detail?vid=4&sid=52333e4e-d030-434f-b4bf%20063e28925167%40sessionmgr15&hid=12&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=a9h&AN=32708944)
* **Summary**- In Zero Tolerance: The School Woodshed, the author, Rhonda Armistead, discusses the recent, broadening scope of zero tolerance policies, and how their implementation in schools has made educational institutions comparable to a metaphorical woodshed, or place of punishment. Armistead discusses the intended goals of zero tolerance policies, as well as the reasons the policies are ineffective. She also discusses negative impacts of zero tolerance policies to students, administrators and taxpayers before proposing alternate suggestions. Armistead emphasizes the idea that, “Discipline and punishment are not synonymous, and we need to separate the two."
* **Reaction**- I agree with the author when she refers to zero tolerance policies as having a “one-size-fits-all framework.” Neglecting the uniqueness and differences of each situation and individual, and having almost totalitarian approach seems irresponsible and dangerous. I really appreciated the author’s emphasis on balancing punishment with learning, as well as treating the causes, and not just the symptoms of behavioral and policy infractions.

1. **Journal**- Anti-bullying practices in American schools: Perspectives of school psychologists.

* Sherer, Y. C. & Nickerson, A. B. (2010). Anti-bullying practices in American schools: Perspectives of school psychologists. *Psychology in the Schools, 47*, 217-229.
* <http://0-web.ebscohost.com.helin.uri.edu/ehost/detail?vid=6&sid=1fae973a-a892-4704-82e3-30d718e89dba%40sessionmgr14&hid=12&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=afh&AN=47958649>
* **Summary**- In Anti-bullying practices in American schools: Perspectives of school psychologists, authors Amanda Nickerson and Yiping Sherer detail a study around anti-bullying strategies in schools from the perspective of school psychologist survey results. The article discussed not only the most frequently and most infrequently used anti-bullying strategies, but also the most effective and least effective anti-bullying strategies.
* **Reaction**- I was saddened to read that the most effective strategies are typically the least used. Oftentimes, lack of time and/or resources was cited as the reasoning behind an inability to consistently and successfully implement a specific strategy, or better option. There is a level of irony in that the potential negative ramifications resulting from this justification may far outweigh the initial investment of time or resources. It seems as if the least effective strategies may be the ones that are futile yet look good “on paper.”

1. **Journal**- It Starts With Us

* Mitchell, M., Longhurst J., & Jacob, D. (2008). It starts with us. *Reclaiming Children & Youth, (17)* 14-22.
* <http://0-web.ebscohost.com.helin.uri.edu/ehost/detail?vid=7&sid=1fae973a-a892-4704-82e3-30d718e89dba%40sessionmgr14&hid=12&bdata=JnNpdGU9ZWhvc3QtbGl2ZQ%3d%3d#db=afh&AN=32429662>
* **Summary**- In It Starts with Us, authors Martin Mitchell, Janies Longhurst, and Dana Jacob discuss the bullying epidemic plaguing our schools today, centering around what they believe to be the innate cause, a culture of violence and disrespect. The authors state that this negative culture starts at home, and permeates into peer groups and schools. In essence, hurt people, hurt people. Furthermore, with the increased focus on standardized testing within our schools, there is less value being placed on the “hidden curriculum” of teaching ethics and values. The authors emphasize that “it starts with us;” when it comes to ending the bullying epidemic, the key is in putting more emphasis on nurture, not nature, and creating safe home and school environments.
* **Reaction**- Throughout the article, the authors detailed multiple stories of high profile cases of bullying. Although many were hard to read, these accounts put a human face on the bullying epidemic, and illustrated how in many cases, the perpetrators are often victims, themselves. I wholeheartedly agree that generally speaking, we are born a “blank slate;” although we all have inherent tendencies, it is the culmination of our life experiences that shapes us into the person we will ultimately become. If we want to change our results, we must change our behavior. Bullying will continue to be an epidemic as long as we continue to treat the symptoms, and not the causes of the issue.

1. **Website**- Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives To Zero Tolerance

* Boccanfuso, C. & Kuhfeld, M. (2011, March). Multiple responses, promising results: Evidence-based, nonpunitive alternatives to zero tolerance. Retrieved November 18, 2013, from: http://www.nea.org/assets/docs/alternatives-to-zero-tolerance.pdf
* <http://www.nea.org/home/alt-zero-tolerance-policies.html>
* **Summary**- In Multiple Responses, Promising Results: Evidence-Based, Nonpunitive Alternatives To Zero Tolerance, the authors Christopher Boccanfuso and Megan Kuhfeld first define zero tolerance, then discuss the effects and implementation of these policies. In addition, the article goes in depth to detail alternatives to zero tolerance policies, including targeted behavioral supports for at-risk students, character education and social-emotional learning programs, and school-wide positive behavioral interventions and support.
* **Reaction**- Although this article, like many others, acknowledges the lack of research around the affects of zero tolerance policies and their effectiveness, the authors were very specific and detailed around actual, non-punitive anti-bullying programs that have proven to be effective. I appreciate and agree with the preventative, not reactive approach which was taken in this article.

1. **Editorial/Opinion**- Two Little Boys

* Blow, C. (2009, April 24). Two little boys. *The New York Times.*
* <http://blow.blogs.nytimes.com/2009/04/24/two-little-boys/?_r=0>
* **Summary**- In Two Little Boys, the author, Charles Blow, opens with two stories of 11 year old boys who allegedly committed suicide as a result of relentless bullying around perceived homosexuality. The article goes on to discuss the (cultural and racial) prevalence, implications and ramifications around a culture that allows bullying to be so pervasive, with homosexuality as a high stakes target.
* **Reaction**- The author paints a very vivid, humanistic picture of the bullying epidemic, with a pointed focus on the innocent victims. He does not fail to point out, however, that oftentimes, the perpetrators are victims themselves. This article had an implicit focus around “the solution,” calling on the readers emotional, moral self to advocate for a mind shift, reform and change.